**ISKUSTVO DRAMSKE PARTICIPACIJE U RAZVOJU SOCIOEMOCIONALNIH KOMPETENCIJA DJECE PREDŠKOLSKOG UZRASTA**

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**Sažetak**

U ovom radu je prikazano kreiranje participativne predstave namijenjene djeci predškolskog uzrasta i prvog razreda osnovne škole, koja podržava razvoj njihovih socioemocionalnih kompetencija i bolju pripremu za polazak u školu. Predstava je razvijana po modelu kazališta u obrazovanju, koje poziva na interresornu suradnju kazališta za djecu i odgojno-obrazovnih ustanova. Ta je suradnja obuhvatila stvaranje tima koji su sačinjavali kazališni umjetnici, dramski pedagozi, odgajatelji, učitelji i pedagozi. Specifičnost ovog programa je u participaciji djece predškolskog uzrasta u razvijanju dramskog teksta, putem dramskopedagoških radionica koje su vodili glumci i dramski pedagozi, tokom kojih su ispitivane njihove socioemocionalne kompetencije. Dječja participacija je pružila u uvid u problematiku iz vizure djece uzrasta kojem je predstava namijenjena. Materijal sakupljen tokom radionica predstavljao je osnovu za kreiranje dramskog teksta od strane dramskog pedagoga, redatelja i dramaturga. Dječji materijali su uspoređivani sa programom socioemocionalnog učenja i, kroz proces zajedničkog stvaranja (devising process) razvijani do krajnje forme dramskog teksta. Tekst je razvijen do participativne predstave za djecu, realizirane u obliku dramske basne.

**Ključne riječi:** dječja vizura, devising proces, participativna predstava, kazalište u obrazovanju, socioemocionalne kompetencije, socioemocionalno učenje

**Abstract**

This paper presents the process of creating a participatory play for preschool and first grade primary school children, aiming to support the development of their socio-emotional competencies and assist their better preparation for school. The play was developed following the model of Theater in Education which calls for inter-sectorial cooperation of Theatre for young audiences and educational institutions. In the hereby described process, an inter-sectorial team was formed, bringing together theater artists, drama educators, teachers and pedagogues. The specific approach of this program was the participation of preschool children in the devising process of drama script. The children participated in a series of creative drama workshops which tested their socio-emotional competences, but also showed the children's age-specific perspective on the issues. The material collected during the workshops was a basis for developing the drama script: it was compared with the social-emotional learning program and devised by a playwright, director and drama pedagogue to the ultimate form of drama script. The script was then developed into a participatory play for children, realized as a dramatic fable.

**Keywords:** children's perspective, devising process, participatory performance, Theater in Education, socio-emotional competences, socio-emotional learning